

# **RESEARCH REPORT**



## **THE ENGLISH ACHIEVEMENT OF LBA MA NU TBS KUDUS STUDENTS TAUGHT BY USING ARABIC-ENGLISH CONTRASTIVE ANALYSIS (ARALISH CA) IN ACADEMIC YEAR 2010/2011**

**by:  
Drs. Muh. Syafei, M.Pd.  
Rismiyanto, S.S. M.Pd.  
Agung Dwi Nurcahyo, S.S. M.Pd.**

*Funded by APBU UNIVERSITAS MURIA KUDUS 2011*

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2011**



## IDENTITY AND APPROVAL

1. a. Research Title : The English Achievement of LBA MA NU TBS  
Kudus Students Taught by Using Arabic-  
English Contrastive Analysis (Aralish CA) in  
Academic Year 2010/2011  
b. Field of Study : English Education  
c. Research Category : I
2. Research Chairman  
a. Name and Academic Title : Drs. Muh. Syafei, M.Pd.  
b. Sex : Male  
c. Rank/Classification/CSN : IVb, Penata, 19620413.198803.1.002  
d. Functional Position : Lektor Kepala  
e. Fakultas/Department : Teacher Training Education/English Education
3. Member of Research Team : 6 persons  
Rismiyanto, S.S. M.Pd.  
Agung Dwi Nurcahyo, S.S. M.Pd.  
Agus Siswanto, SRN 200732170  
Miftahul Falah, SRN 200732207  
M. Misbahul Munir A.P. SRN 200732204
4. Location : LBA MA NU TBS
5. Time Allocation : 6 bulan
6. Funding :  
a. APBU UMK : Rp 4.000.000,-  
b. Other funding : Rp 1.000.000,-  
**Total** : Rp 5.000.000 (Five million rupiahs)

Dean of FKIP,

Kudus, 24 September 2011  
Research Chairman,

**Drs. Susilo Rahardjo, M.Pd.**  
NIP 19560619.198503.1.002

**Drs. Muh. Syafei, M.Pd.**  
NIP19620413.198803.1.002

Approved by:

Rector,

Head of Research Department,

**Prof. Dr. dr. Sarjadi, Sp. P.A.**  
NIP 130352547

**Drs. Taufik, M.S. M.M.**  
NIP 19560411.1980031001

## RINGKASAN

Syafei, Muh; Rismiyanto; Nurcahyo, Agung Dwi. 2011. **The English Achievement of LBA MA NU TBS Kudus Students Taught by Using Arabic-English Contrastive Analysis (Aralish CA) in Academic Year 2010/2011**

**Kata kunci:** Arabic-English Contrastive Analysis (Aralish CA)

Bahasa Inggris telah dipakai secara luas oleh hampir banyak orang di hampir seluruh dunia. Sekarang ini, bahasa Inggris dipakai hampir di semua aspek kehidupan perekonomian, dunia hiburan, diplomasi antar negara, ilmu pengetahuan, teknologi dan bidang pendidikan. Sebagai bahasa internasional, bahasa Inggris memainkan peran yang sangat strategis dan menjadi penting untuk dikuasai. Hal itu karena ia berfungsi dalam komunikasi global yang dapat berupa komunikasi lisan atau pesan tertulis.

Bahasa sebagai alat komunikasi antara lain didukung dengan keahlian dan unsur bahasa. Beberapa unsur bahasa yang dirasa lebih penting dibandingkan dengan unsur bahasa yang lain adalah: pelafalan, tata bahasa, dan (pembentukan) kosakata. Ketiga unsur bahasa tersebut relatif sangat dibutuhkan untuk mendapatkan komunikasi yang benar, jelas dan berterima.

Di Kudus berdirilah sebuah madrasah yang bernama Taswiquittullab Salafiyah atau TBS Kudus. Bahasa Inggris juga diajarkan di sini. Tetapi ada permasalahan ditengah perjalanan pendidikan tersebut, yaitu rendahnya minat peserta didik untuk mempelajari bahasa Inggris. Mereka beranggapan bahwa bahasa Inggris tidak begitu penting untuk dipelajari, karena itu bahasanya kaum penjajah yang telah menyengsarakan kita selama beratus-ratus tahun. Di lain pihak mereka sangat antusias untuk mempelajari bahasa Arab. Mereka beranggapan bahwa dengan mempelajari bahasa yang merupakan bahasa yang digunakan dalam kitab suci Alquran, Hadis, dan buku-buku keagamaan lain, mereka secara otomatis juga mempelajari agama yang mereka peluk.

Penulis melakukan suatu penelitian eksperimen dengan mengaplikasikan suatu strategi pembelajaran yang membandingkan persamaan antara bahasa Arab dan bahasa Inggris, yaitu strategi *ARALISH Contrastive Analysis*. Strategi di samping mempermudah dan sekaligus memotivasi siswa dalam mempelajari bahasa Inggris dengan mengetahui ternyata bahasa Arab dan Inggris memiliki persamaan-persamaan.

Tujuan penelitian ini adalah (i) untuk mengetahui bagaimana penguasaan pelafalan, tata bahasa, dan kosakata Bahasa Inggris siswa LBA MA NU TBS sebelum diajar menggunakan Aralish Contrastive Analysis pada tahun ajaran 2010/2011. (ii) untuk mengetahui bagaimana penguasaan penguasaan pelafalan, tata bahasa, dan kosakata Bahasa Inggris siswa LBA MA NU TBS setelah diajar menggunakan Aralish Contrastive Analysis pada tahun ajaran 2010/2011 (iii) untuk mengetahui adanya perbedaan yang signifikan penguasaan penguasaan pelafalan, tata bahasa, dan kosakata Bahasa Inggris siswa LBA MA NU TBS

sebelum dan sesudah diajar menggunakan Aralish Contrastive Analysis pada tahun ajaran 2010/2011.

Penelitian ini adalah penelitian eksperimen dengan desain pemberian pretes, perlakuan, dan pasca-tes terhadap subyek penelitian 40 siswa Lembaga Bahasa Asing MA NU TBS Kudus. Terdapat 2 (dua) variabel dalam penelitian ini yaitu: (i) variabel terikat berupa penguasaan pelafalan, tata bahasa, dan kosakata; dan (ii) variabel bebas berupa penggunaan strategi *ARALISH Contrastive Analysis* pada pengajaran pelafalan, tata bahasa, dan kosakata bahasa Inggris.

Hasil penelitian ini dapat diurumuskan dalam beberapa kesimpulan. Kesimpulan utama adalah bahwa strategi *ARALISH Contrastive Analysis* efektif dalam membantu meningkatkan penguasaan bahasa Inggris terutama penguasaan pelafalan, tata bahasa, dan kosa kata siswa-siswa Lembaga Bahasa Asing MA NU TBS Kudus tahun akademik 2010/2011. Hal ini dapat dilihat dari:

1. Penguasaan bahasa Inggris Lembaga Bahasa Asing MA NU TBS Kudus tahun akademik 2010/2011 sebelum diajar dengan menggunakan strategi *ARALISH Contrastive Analysis* dikategorikan **cukup**. (Rata-rata nilai penguasaan pelafalan = 62,78, penguasaan tata bahasa = 65,72, dan penguasaan (pembentukan) kosa kata = 56,82).
2. Penguasaan bahasa Inggris Lembaga Bahasa Asing MA NU TBS Kudus tahun akademik 2010/2011 sesudah diajar dengan menggunakan strategi *ARALISH Contrastive Analysis* dikategorikan **baik** untuk penguasaan pelafalan dan tata bahasa, serta **cukup** untuk penguasaan (pembentukan) kosakata. (Rata-rata nilai penguasaan pelafalan = 85,25, penguasaan tata bahasa = 73,36, dan penguasaan (pembentukan) kosa kata = 67,7).
3. Terdapat perbedaan yang signifikan antara Penguasaan bahasa Inggris Lembaga Bahasa Asing MA NU TBS Kudus tahun akademik 2010/2011 sebelum dan sesudah diajar dengan menggunakan strategi *ARALISH Contrastive Analysis*. (Tingkat kepercayaan penguasaan pelafalan 5% dan derajat kebebasan 29 ( $t\text{-tabel} = 2,05 < t\text{-observasi} = 5,03$ ); tingkat kepercayaan tata bahasa 5% dan derajat kebebasan 28 ( $t\text{-tabel} = 2,05 < t\text{-observasi} = 3,93$ ); dan Tingkat kepercayaan penguasaan (pembentukan) kosakata 5% dan derajat kebebasan 28 ( $t\text{-tabel} = 2,05 < t\text{-observasi} = 3,02$ )).

## **PREFACE AND ACKNOWLEDGEMENT**

Thanks to Allah, the Almighty for grace and guidance, so that we can finish this research. This research is a collaborative one involving 3 (three) students English Education Department of the University of Muria Kudus. For the researcher this research, of which the grand theme is the English achievement of LBA MA NU students taught by using ARALISH Contrastive Analysis as strategy of teaching, is a period research; and for the students it is split into three narrower themes becoming their final project (skripsi). The main objective of this activity is focused on students' involvement in the research.

On this special occasion, we wish to express my greatest gratitude and appreciation to the following:

1. Rector of the University of Muria Kudus, who has given me permission to conduct this research.
2. Dean of the Faculty of Teacher Training and Education, Muria Kudus University, for the support and permission to conduct this research.
3. Our research staffs: Agus Siswanto, Miftahul Falah, and M. Misbahul Munir AP, for their involvement in this research.

Kudus, September 2011

The researchers

Drs. Muh. Syafei, M.Pd.  
Rismiyanto, S.S. M.Pd.  
Agung Dwi Nurcahyo, S.S. M.Pd.



## TABLE OF CONTENTS

	page
<b>PAGE OF TITLE</b>	i
<b>PAGE OF LOGGO</b>	ii
<b>IDENTITY AND APPROVAL</b> .....	iii
<b>RINGKASAN</b> .....	iv
<b>PREFACE AND ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF APPENDICES</b> .....	xiii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF FIGURES</b>	xvi
<b>CHAPTER</b>	
<b>I. INTRODUCTION</b> .....	1
1.1 Background of the Research .....	1
1.2 Statement of the Problem .....	4
1.3 Objective of the Research .....	4
1.4 Significance of the Research .....	5
1.5 Scope of the Research .....	5
1.6 Operational Definition .....	6
<b>II. REVIEW OF THE RELATED LITERATURE AND HYPOTHESIS</b>	7
2.1 Second Language and Foreign Language .....	7
2.2 Language Learning and Language Use Strategies .....	8
2.3 The Significance of Contrastive Analysis in Teaching English as Foreign Language (TEFL) .....	11
2.4 ARALISH CA (Arabic-English Contrastive Analysis) .....	12
2.4.1 ARALISH CA of Phonology .....	12

2.4.1.1 Vowel System .....	13
2.4.1.2 Consonant System .....	14
2.4.2 ARALISH CA of Morphology .....	15
2.4.3 ARALISH Contrastive Analysis of Grammar .....	18
2.4.3.1 Arabic Tense and English Tense .....	18
2.4.3.2 Arabic and English Passive Voice .....	19
2.4.3.3 Arabic and English Nominal Sentence .....	20
2.4.3.4 Arabic and English Imperative Sentence .....	21
2.5 Current Implementation of ARALISH CA in Teaching English .....	21
2.6 Teaching English in Lembaga Bahasa Asing (LBA) MA NU TBS Kudus .....	22
2.6.1 Purpose of Teaching English in LBA MA NU TBS .....	23
2.6.2 Curriculum of Teaching English in LBA MA NU TBS .....	24
2.6.3 Material of Teaching English in LBA MA NU TBS .....	24
2.6.4 Strategy of Teaching English .....	26
2.6.4.1 Strategy of Teaching English in LBA MA NU TBS .....	29
2.7 Review of Previous Research .....	29
2.8 Hypothesis .....	30
<b>III. METHOD OF THE RESEARCH .....</b>	<b>31</b>
3.1 Research Design .....	31
3.2 Population and Sample .....	32
3.3 Instrument .....	33
3.4 Treatment .....	37
3.5 Data Collection .....	38



3.6 Data Analysis .....	38
<b>IV. FINDING AND DISCUSSION OF THE RESEARCH .....</b>	<b>41</b>
4.1 The LBA MA NU TBS Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) before being Taught by Using ARALISH CA in Academic Year 2010/2011.....	41
4.1.1 The LBA MA NU TBS Students' Grammar Mastery before being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	41
4.1.2 The LBA MA NU TBS Kudus Students' Pronunciation Mastery in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis .....	44
4.1.3 The LBA MA NU TBS Kudus Students' Morphology Mastery in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis .....	46
4.2 The LBA MA NU Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	49
4.2.1 The Grammar Mastery of LBA students of MA NU TBS Kudus in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis .....	49
4.2.2 The Mastery of English Pronunciation of LBA Students of MA NU TBS Kudus in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis .....	51

4.2.3 The Morphology Mastery of LBA Students of MA NU TBS Kudus in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis .....	53
4.3 The Significant Difference of the LBA MA NU Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) before and after being Taught by Using ARALISH CA in Academic Year 2010/2011	56
4.3.1 The Hypotesting of Significant Difference of the LBA MA NU Students' Grammar Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	56
4.3.2 The Hypotesting of Significant Difference of the LBA MA NU Students' Pronunciation Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	57
4.3.3 The Hypotesting of Significant Difference of the LBA MA NU Students' Morphology Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	59
<b>4.4 DISCUSSION</b> .....	61
4.4.1 The LBA MA NU TBS Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) before being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	61
4.4.1.1 The LBA MA NU TBS Students' Grammar Mastery, Pronunciation Mastery before being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	61

4.4.1.2 The Pronunciation Mastery of LBA students of MA NU TBS Kudus in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis .....	63
4.4.1.3 The Morphology Mastery of LBA students of MA NU TBS Kudus in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis .....	64
4.4.2 The LBA MA NU TBS Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	67
4.4.2.1 The LBA MA NU TBS Students' Grammar Mastery after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	67
4.4.2.2 The LBA MA NU TBS Students' Pronunciation Mastery after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	69
4.4.2.3 The LBA MA NU TBS Students' Morphology Mastery after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	70
4.4.3 The Significant Difference of the LBA MA NU Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	71
4.4.3.1 The Significant Difference of the LBA MA NU Students' Grammar Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	71

4.4.3.2 The Significant Difference of the LBA MA NU Students' Pronunciation Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	71
4.4.3.3 The Significant Difference of the LBA MA NU Students' Morphology Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011 .....	75
<b>V. CONCLUSION AND SUGGESTION .....</b>	<b>78</b>
5.1 Conclusion .....	78
5.2 Suggestion .....	79
<b>BIBLIOGRAPHY .....</b>	<b>80</b>
<b>APPENDICES .....</b>	<b>83</b>



## LIST OF APPENDICES

page

### Appendix

1.	Table of Specification for English Achievement Test (Mastery of Grammar, Pronunciation and Morphology) in LBA MA NU TBS Kudus in Academic Year 2010-2011	83
2.	Scores of English Achievement Pre- and Post-Tests (Mastery of Grammar, Pronunciation and Morphology) of LBA Students of MA NU TBS Kudus in Academic year 2010/2011 (before/after being taught by using Aralish Contrastive Analysis)	84
3a	Lesson Plan of Teaching Grammar by Using ARALISH CA LBA MA NU TBS KUDUS 2010/2011	85
3b	Lesson Plan of Teaching Pronunciation by Using ARALISH CA LBA MA NU TBS KUDUS 2010/2011	90
3c	Lesson Plan of Teaching Morphology by Using ARALISH CA LBA MA NU TBS KUDUS 2010/2011	93
4a	English Grammar Test of LBA Students Of MA NU TBS Kudus 2010/2011	97
4b	Test of Pronunciation of the Students of LBA MA NU TBS Kudus in Academic Year 2011/2011.	101
4c	English Morphology Test Of LBA Students of MA NU TBS Kudus 2010/2011	102
5	Curriculum Vitae of the Researchers	105

## LIST OF TABLES

Table	Page
2.4.1.1 Similarities and Distinctions of Vowel System of ARALISH	14
2.4.1.2 Similarities and Distinctions of Consonant System of ARALISH	14
2.4.2 Similarities and Distinctions of ARALISH Morphology	16
2.4.3.1 Similarities of Tenses of ARALISH Grammar	19
2.4.3.2 Similarities of Passive Voice of ARALISH Grammar	20
2.4.3.3 Similarities of Nominal of ARALISH Grammar	20
2.4.3.4 Similarities of Imperative Sentence of ARALISH Grammar	21
2.6.3 Material of Teaching English in LBA MA NU TBS Kudus	25
3.3a Criteria of Measuring Students' Score	34
3.3b Table of Score Criteria	36
4.1.1a Pre-Test Score of Grammar Mastery of LBA Students of MA NU TBS in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis	42
4.1.1b Frequency Distribution of Grammar Mastery Test of LBA Students of MA NU TBS in Academic Year 2010/2011 before being Taught by Using ARALISH Contrastive Analysis	42
4.1.2a Score of the Post-Test of LBA Students	44
4.1.2b Distribution Frequency of English Pronunciation Mastery of LBA Students of MA NU TBS Kudus in Academic Year 2010/2011 Before being Taught by Using ARALISH Contrastive Analysis.	45
4.3.1a Pre Test Score of Morphology Mastery of LBA Students of MA NU TBS in Academic Year 2010/2011 Before Being Taught by Using ARALISH Contrastive Analysis	47
4.3.1.c LBA MA NU Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) before being Taught by Using ARALISH CA in Academic Year	49



2010/2011

4.2.1a	Post test Score of Grammar Mastery of LBA Students of MA NU TBS in Academic Year 2010/2011 Before Taught by Using ARALISH Contrastive Analysis	49
4.2.1b	Frequency Distribution of Grammar Mastery Test of LBA Students of MA NU TBS in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis	50
4.2.2a	Score List of English Pronunciation of LBA Students MA NU TBS kudu in Academic Year 2010/2011 After being Taught by Using ARALISH Contrastive Analysis	52
4.2.2b	Distribution Frequency of the English Pronunciation Mastery of LBA Students of MA NU TBS Kudus in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis	52
4.2.3a	Post Test Score of Morphology Mastery of LBA Students of MA NU TBS in Academic Year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis	54
4.2.3b	The Frequency Distribution of Morphology Mastery Test of LBA Students of MA NU TBS in Academic Year 2010/2011 after Being Taught by Using ARALISH Contrastive Analysis	54
4.1	LBA MA NU Students' English Achievement (Grammar Mastery, Pronunciation Mastery, and Morphology Mastery) after being Taught by Using ARALISH CA in Academic Year 2010/2011	56

## LIST OF FIGURES

Figure	page
4.1.1 Bar-Diagram of the English Grammar Mastery of LBA Students of MA NU TBS before Being Taught by Using ARALISH Contrastive Analysis in Academic Year 2010/2011	43
4.1.2 Bar Diagram of English Pronunciation Mastery of LBA Students of MA NU TBS Kudus in Academica Year 2010/2011 Before being Taught by Using ARALISH Contrastive Analysis.	46
4.1.3 Bar-Diagram of English Morphology Mastery of LBA Students of MA NU TBS before being Taught by Using ARALISH Contrastive Analysis in Academic Year 2010/2011	48
4.2 Bar-Diagram of the English Grammar Mastery of LBA Students of MA NU TBS after being Taught by Using ARALISH Contrastive Analysis in Academic Year 2010/2011	50
4.2.2 Bar diagram of the English Pronunciation of LBA Students of MA NU TBS Kudus in Ycademic year 2010/2011 after being Taught by Using ARALISH Contrastive Analysis	53
4.2.3 Bar-Diagram of the English Morphology Mastery of LBA Students of MA NU TBS after Being Taught by Using ARALISH Contrastive Analysis in Academic Year 2010/2011	54